Educational Recovery Kick-Off and Training: Leading By Example

July 31-August 3
Lexington, Kentucky

Moral Imperative is not just how ***deep*** is your moral imperative, but equally what is your ***strategy*** to enact it?

Michael Fullan

Make a Personal Commitment

I want to be thoroughly used us when I die, for the harder I work, the more I live. I rejoice in life for its own sake. Life is no "brief candle" to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.
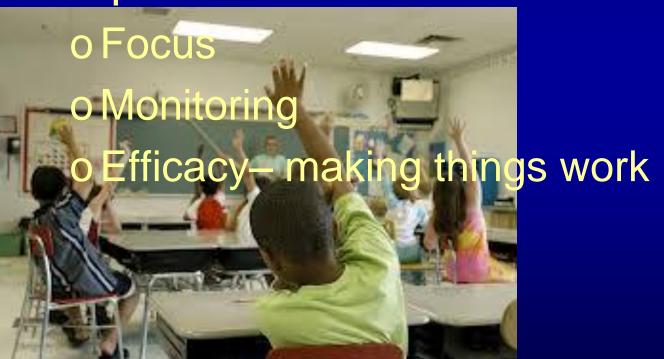
George Bernard Shaw

Build Relationships

o Clarity of Purpose

o Optimism - *"Nothing promotes inertia like cynicism"*

o Relationships, Relationships, Relationships

Focus on Implementation

o Improvement of Instruction Practice

o Focus

o Monitoring

o Efficacy– making things work

Connect to the Outside

Connecting to the outside is essential to build an infrastructure for moral imperative– it's systemic

- o District
- o Other schools
- o Parents
- o Community
- o State
- o National

Be Relentless
(and Divert Distractors)

o Build and support a community of focus, judgment, and awareness

o Focus + Coherence = Coherent Focus-relentlessly pursued

It is well to think well. It is divine to act well.

~ Horace Mann

Moral Imperative

o Increase the average freshman graduation rate from 76% to 90% by 2015

o Increase achievement for all student groups in Kentucky so that the achievement gap decreases from __% in 2012 to __% in 2017 as measured by school report cards
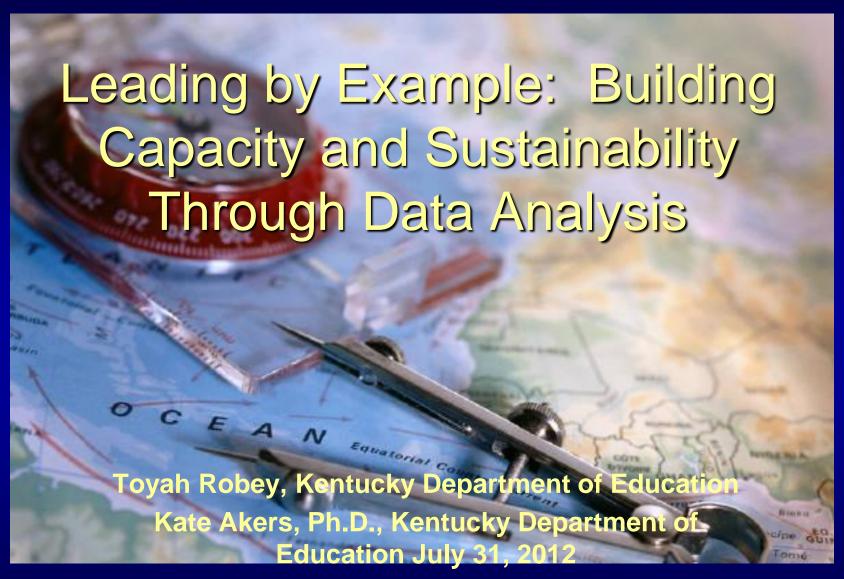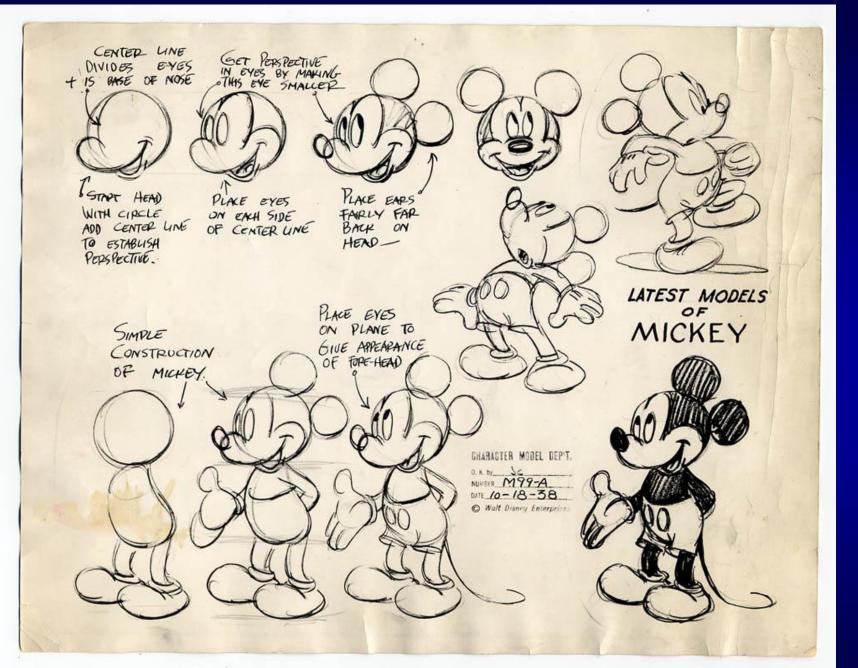
Moral Imperative

o Increase the percentage of students who are college and career ready from 34% to 68% by 2015

o Increase the average combined reading and math K-prep scores for elementary and middle school students from __% to __% in 2017

Discussion: As leaders and facilitators to leaders, how can Moral Imperative be used as a strategy to accomplish our goals?

Leading by Example: Building Capacity and Sustainability Through Data Analysis

Toyah Robey, Kentucky Department of Education

Kate Akers, Ph.D., Kentucky Department of Education July 31, 2012

Lexington, Kentucky

CENTER LINE
DIVIDES EYES
+ IS BASE OF NOSE

GET PERSPECTIVE
IN EYES BY MAKING
THIS EYE SMALLER

START HEAD
WITH CIRCLE
ADD CENTER LINE
TO ESTABLISH
PERSPECTIVE.

PLACE EYES
ON EACH SIDE
OF CENTER LINE

PLACE EARS
FAIRLY FAR
BACK ON
HEAD—

LATEST MODELS
OF
MICKEY

SIMPLE
CONSTRUCTION
OF MICKEY.

PLACE EYES
ON PLANE TO
GIVE APPEARANCE
OF FORE-HEAD

CHARACTER MODEL DEP'T.
O. K. by   JC
NUMBER M99-A
DATE 10-18-38
© Walt Disney Enterprises

Mickey debuted in November 1928 in the animated cartoon *Steamboat Willie* after initially appearing in a test screening earlier that year. He went on to appear in over 130 films. Mickey appeared primarily in short films, but also in a few feature-length films. Nine of Mickey's cartoons were nominated for the Academy Award for Best Animated Short Film, In 1978, Mickey became the first cartoon character to have a star on the Hollywood Walk of Fame.

Soon after the completion of

The Magic Kingdom at

Walt Disney World,

someone said,

"Isn't it too bad Walt

Disney didn't live to see

this?"

Mike Vance, *Creative*

Director at Disney, replied,

"He did see it. That's why

it's here."

What's the problem with this kind of success? Lots of Data Difficult to Manage & Monetize "In any given year, we probably generate more data than the Walt Disney Co. did in its first 80 years of existence," observes Bud Albers, executive vice president and CTO of the Disney Technology Shared Services Group. "The challenge becomes what do you do with it all?"

Multiple Measures

DEMOGRAPHICS

Enrollment, Attendance, Drop-out
Rate Ethnicity, Gender, Grade Level
Language Proficiency

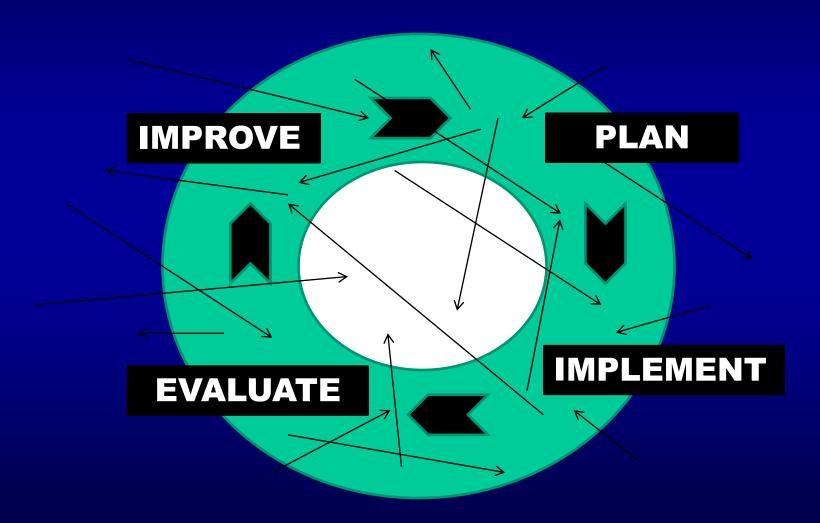**SCHOOL PROCESSES**

Description of School
Programs and Processes

PERCEPTIONS

Perceptions of Learning
Environment
Values and Beliefs
Attitudes
Observations

Standardized Tests
Norm/Criterion-Referenced
Tests
Teacher Observations
STUDENT LEARNING

Random Acts of Improvement

IMPROVE

PLAN

EVALUATE

IMPLEMENT

Focused Acts of Improvement

IMPROVE

PLAN

Guiding Principles
Mission
Vision
Values
Beliefs
Purpose
Essential Student Learning

IMPLEMENT

EVALUATE

Data Analysis for Comprehensive Schoolwide Improvement, Victoria L. Bernhardt

What data are readily available?

o Demographics

o Formative and Summative Assessments
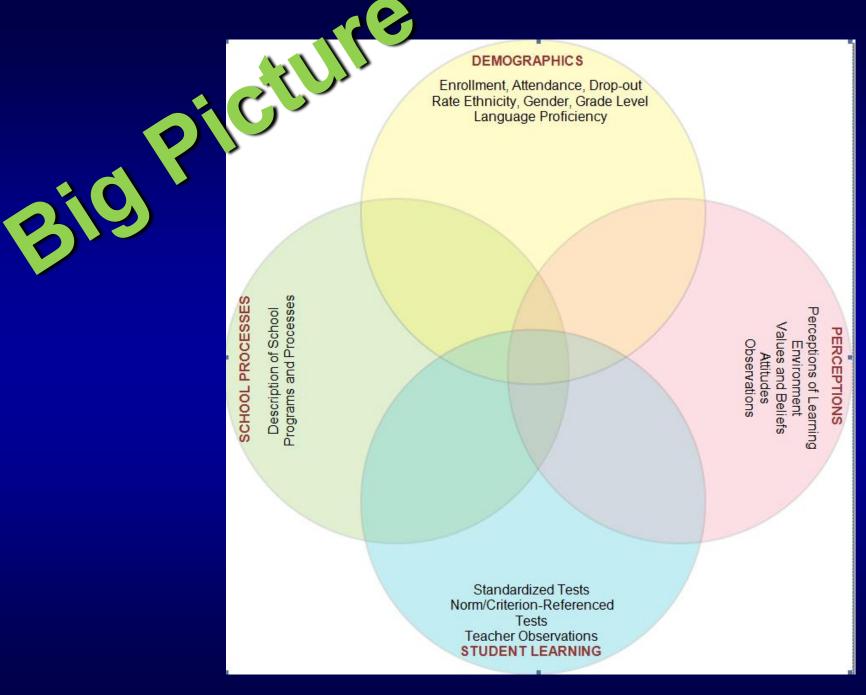
What types of data are collected in your school?
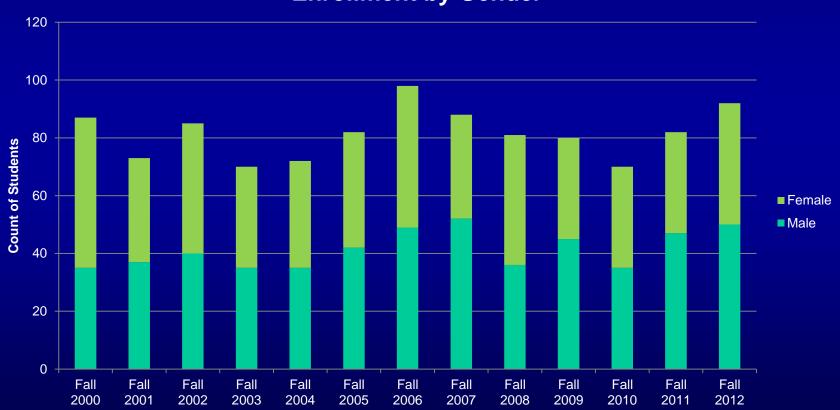
What is missing?

o School Processes

o Perceptions

What are examples of this type of data that are collected in your school?

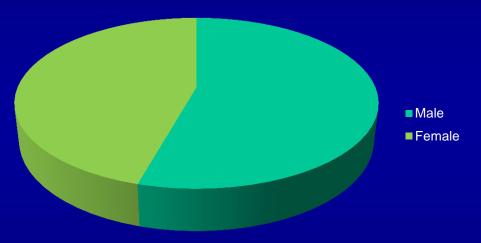# Big Picture

DEMOGRAPHICS

Enrollment, Attendance, Drop-out
Rate Ethnicity, Gender, Grade Level
Language Proficiency

SCHOOL PROCESSES

Description of School
Programs and Processes

PERCEPTIONS

Perceptions of Learning
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Values and Beliefs
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Observations

STUDENT LEARNING

Standardized Tests
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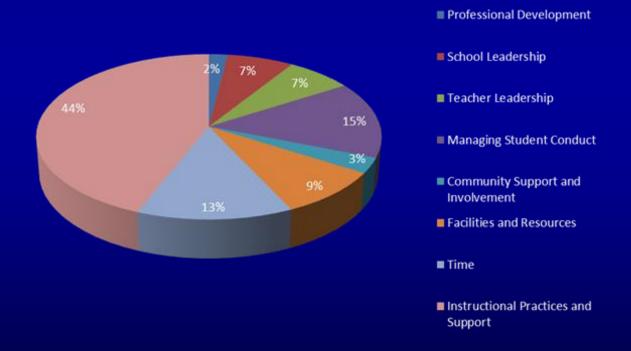# Demographics

Enrollment by Gender

Demographics

Fall 2012 Enrollment by Gender
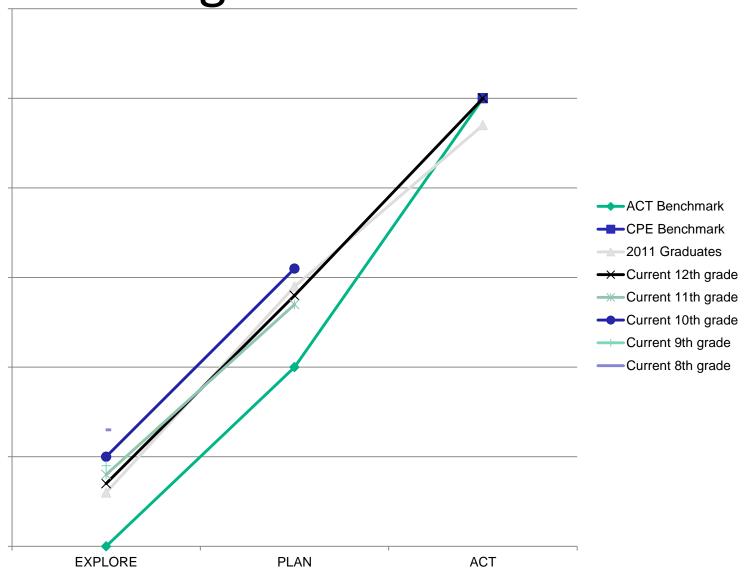
Perception Data

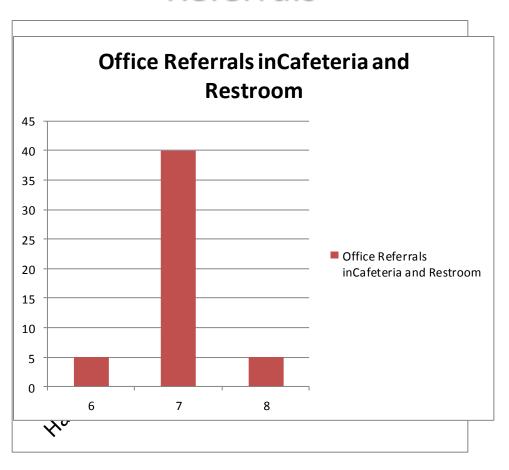**Which Aspect of Teaching Conditions Is Most Important to Promote Student Learning**

- Professional Development
- School Leadership
- Teacher Leadership
- Managing Student Conduct
- Community Support and Involvement
- Facilities and Resources
- Time
- Instructional Practices and Support

2% 7% 7% 15% 44% 3% 9% 13%

Student Learning Average ACT Scores

Legend:
- ACT Benchmark
- CPE Benchmark
- 2011 Graduates
- Current 12th grade
- Current 11th grade
- Current 10th grade
- Current 9th grade
- Current 8th grade
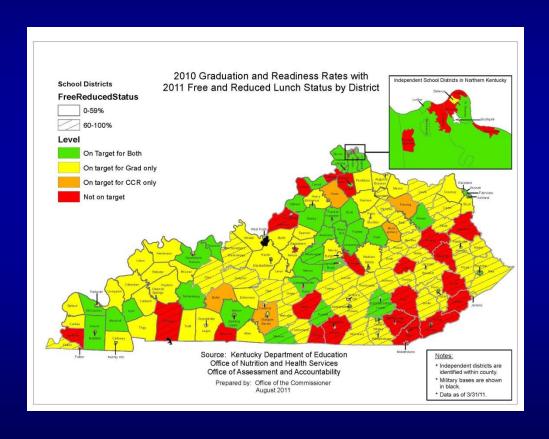
X-axis: EXPLORE, PLAN, ACT

Types of Data: School Processes

Analyzing Office Discipline Referrals

Big Picture

DEMOGRAPHICS

Enrollment, Attendance, Drop-out
Rate Ethnicity, Gender, Grade Level
Language Proficiency

SCHOOL PROCESSES

Description of School
Programs and Processes

PERCEPTIONS

Perceptions of Learning
Enviroment
Values and Beliefs
Attitudes
Observations

Standardized Tests
Norm/Criterion-Referenced
Tests
Teacher Observations
STUDENT LEARNING

Data Analysis for Comprehensive Schoolwide Improvement, Victoria L. Bernhardt

Types of Data

Interactions and Analysis

Interactions	Can Tell Us--
Simple Interactions	
• demographics by student learning	• if subgroups of students perform differently on student learning measures
• demographics by perception	• if groups of students are experiencing school differently
• demographics by school process	• If all groups of students are represented in the different programs and processes offered by the school
• student learning by school processes	• if different programs are achieving similar student learning results
• student learning by perceptions	• if student perceptions of the learning environment have an impact on their learning results
• perceptions by school processes	• if people are perceiving programs and processes differently

Interactions	Can Tell Us--
Multiple Interactions	
• demographics by student learning by perceptions	• the impact demographic factors and attitudes about the learning environment have on student learning
• demographics by student learning by school processes	• what processes or programs work best for different groups of students measured by student learning results
• demographics by perceptions by school processes	• what programs or processes different students like best or the impact different programs or processes have on student attitudes
• student learning by school processes by processes	• the relationship between the processes students prefer and learning results
• Demographics by student learning by perceptions by school processes	• what processes or programs have the greatest impact on different groups of students' learning according to student perceptions and as measured by student learning results.

Data Analysis for Comprehensive Schoolwide Improvement, Victoria L. Bernhardt

Communicating the Results

Analysis procedures that are employed should be appropriate to the data collected an analyses should always be done in a way that recognizes the evaluator's obligation to communicate to potential users. This communication should be in forms that are meaningful and likely to enhance the possibility of use. The evaluator's job is not to dazzle or to impress with sophisticated expertise, but rather to communicate.

Marvin Alkin

Communicating the Results

1. Who do you want to inform about your results?

2. What do you want them to know?

3. How will you get the message to them?

4. Who will be responsible for getting the message out?

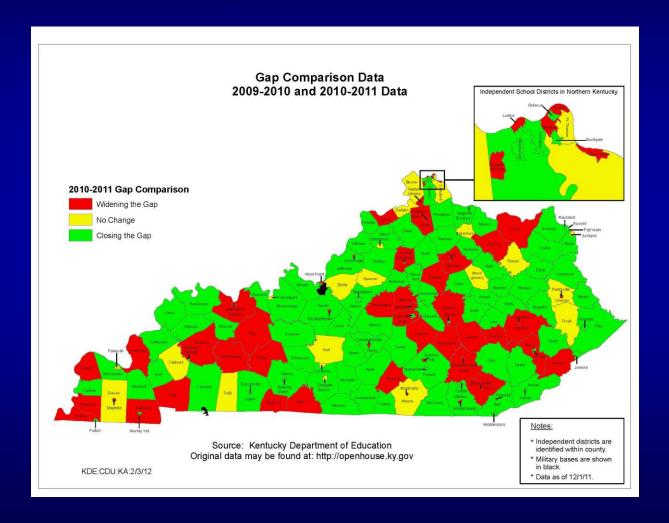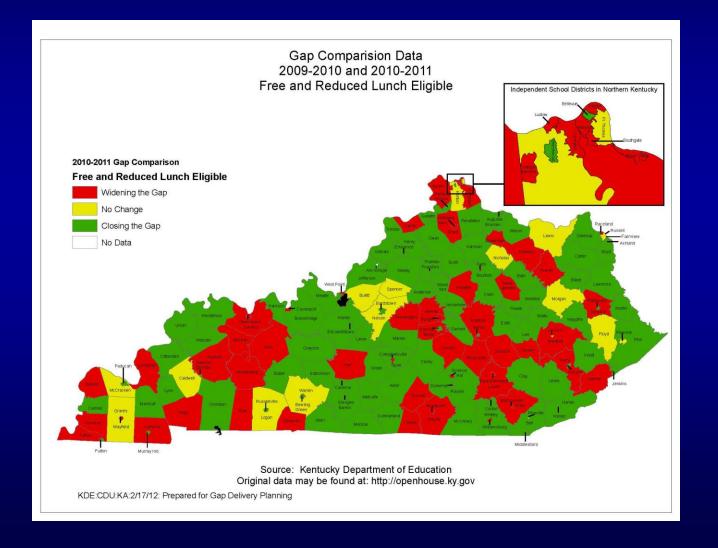# Communicating Results

1. Provides clarity
2. Keeps it simple
3. Relates to big picture/goals
4. Avoid acronyms
5. Site sources

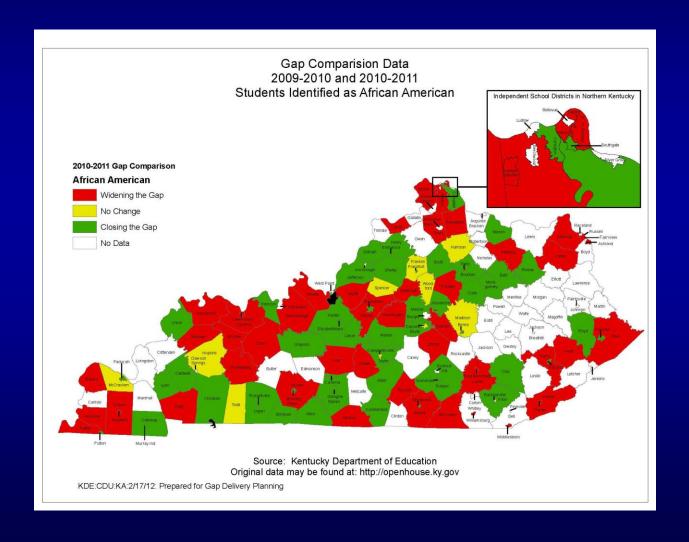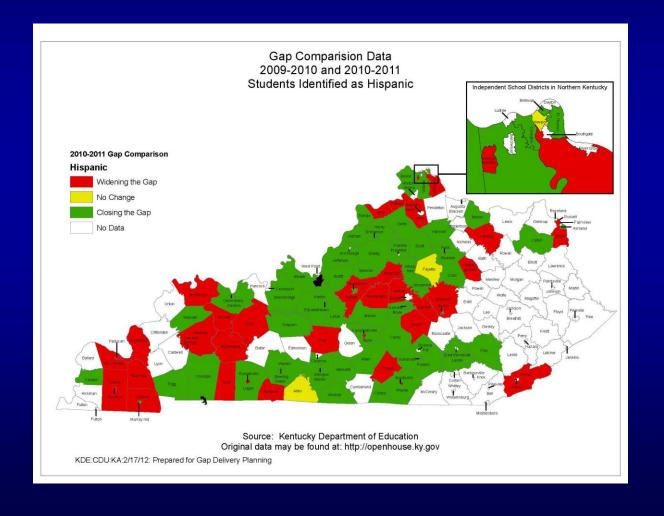# **Modeling**

o Resources:
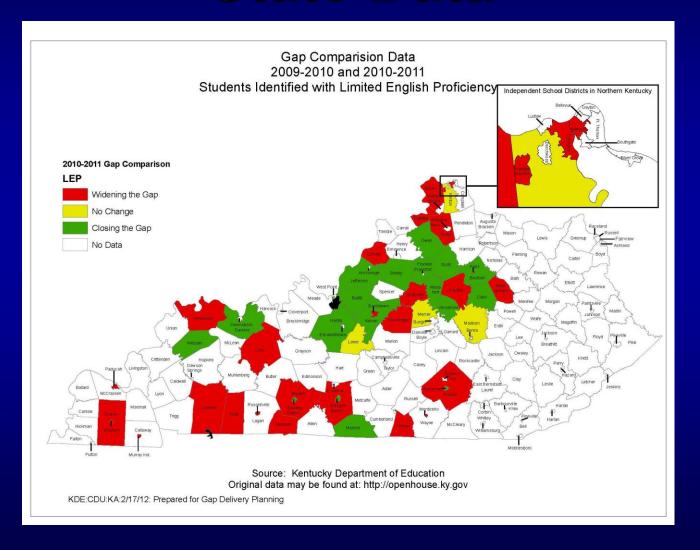
    o High School Feedback Report

    o County Profile Report

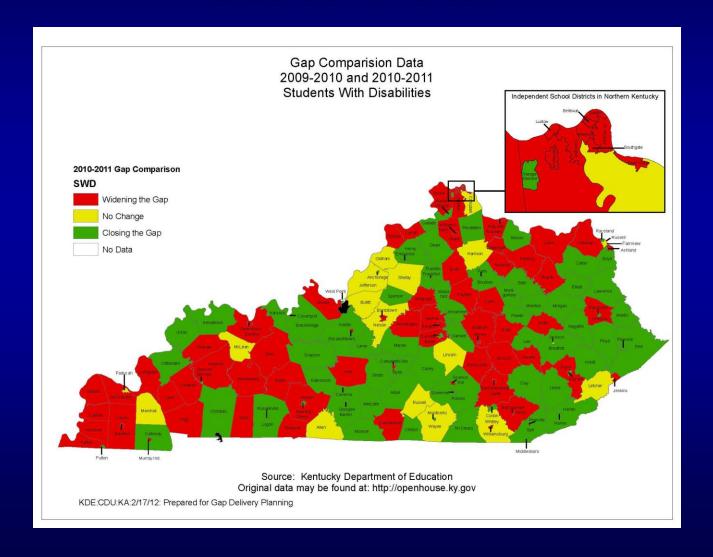   o Gap Maps

State Data
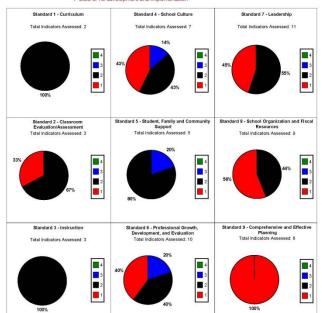

Gap Comparison Data
2009-2010 and 2010-2011 Data

State Data

Gap Comparision Data
2009-2010 and 2010-2011
Free and Reduced Lunch Eligible

Independent School Districts in Northern Kentucky

2010-2011 Gap Comparison
Free and Reduced Lunch Eligible

- Widening the Gap
- No Change
- Closing the Gap
- No Data

Source: Kentucky Department of Education
Original data may be found at: http://openhouse.ky.gov

KDE:CDU:KA:2/17/12: Prepared for Gap Delivery Planning

State Data

Gap Comparision Data
2009-2010 and 2010-2011
Students Identified as African American

Source: Kentucky Department of Education
Original data may be found at: http://openhouse.ky.gov

KDE:CDU:KA:2/17/12: Prepared for Gap Delivery Planning

State Data

Gap Comparision Data
2009-2010 and 2010-2011
Students Identified as Hispanic

Independent School Districts in Northern Kentucky

2010-2011 Gap Comparison
Hispanic

- Widening the Gap
- No Change
- Closing the Gap
- No Data

Source: Kentucky Department of Education
Original data may be found at: http://openhouse.ky.gov

KDE:CDU:KA:2/17/12: Prepared for Gap Delivery Planning

State Data

Gap Comparision Data
2009-2010 and 2010-2011
Students Identified with Limited English Proficiency

Source: Kentucky Department of Education
Original data may be found at: http://openhouse.ky.gov

KDE:CDU:KA:2/17/12: Prepared for Gap Delivery Planning

State Data

Gap Comparision Data
2009-2010 and 2010-2011
Students With Disabilities

Source: Kentucky Department of Education
Original data may be found at: http://openhouse.ky.gov

Leadership Assessments

Metcalfe County High School
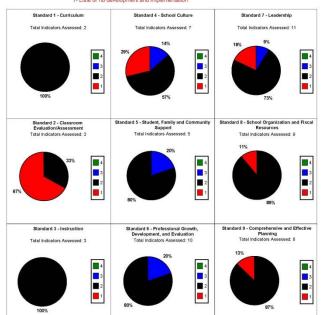
2009-2010   2011-2012

Leadership Assessments
Western High School
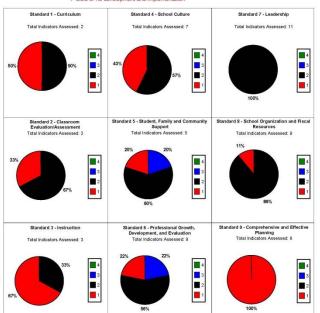
2009-2010   2011-2012

Leadership Assessments
Leslie County High School
2009-2010   2011-2012

2011-2012 Leadership Assessments

Data Trends

Opportunities for Improvement

o Progress Monitoring

o Curriculum Alignment

o Data Analysis

o Communication

o School Culture

o Fully-Functioning School Council

o Meeting Learning Needs of ALL Students

Successes

Cohort 3: Successes

Code	Description	Number of Schools
6.2a	Clearly defined evaluation process	17
6.2d	A process of personnel evaluation which meets or exceeds standards set in statute	13
5.1e	School maintains an accurate student record system	12
7.1c	All administrators have a growth plan	8
6.2b	Leadership provides the fiscal resources for the appropriate professional growth	8
5.1d	Students are provided opportunities to receive additional assistance	6
6.1e	Professional development is on-going and job-embedded	6
7.1e	Leadership ensures all instructional staff...access to curriculum related materials	6

Number of Schools

Successes Continued

Cohort 1 Revisits

What role do the KDE Data Systems have in district/school data collection and analysis?

ASSIST – Adaptive System of School Improvement Tools

CIITS – Continuous Instructional Improvement Technology System
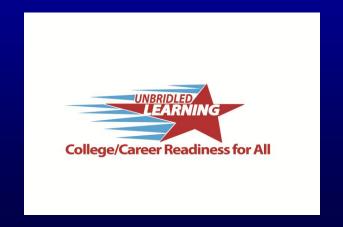
IC – Infinite Campus

ILP – Individual Learning Plan

PGES – Professional Growth and Effectiveness System

PtGT – Persistence to Graduation Tool

UNBRIDLED LEARNING

College/Career Readiness for All
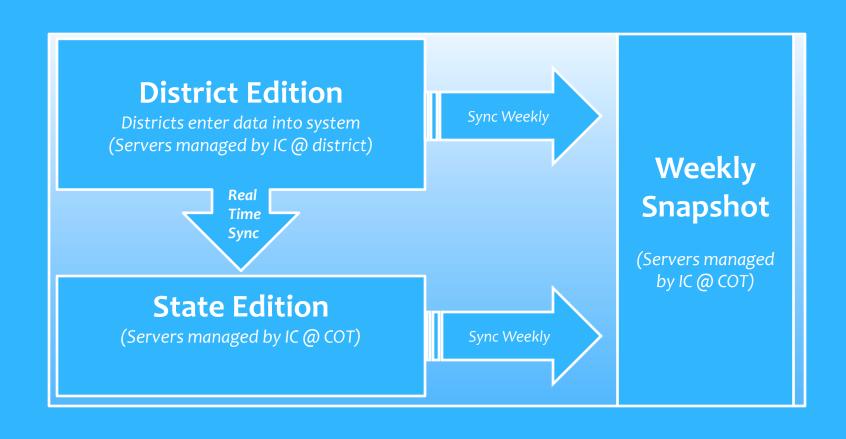
Infinite Campus
Kentucky Student Information System (KSIS)

Division of Student Success Contact: Windy Newton

Windy.newton@education.ky.gov

(502) 564-4772

System Relationships

KY Student Information System

Infinite Campus
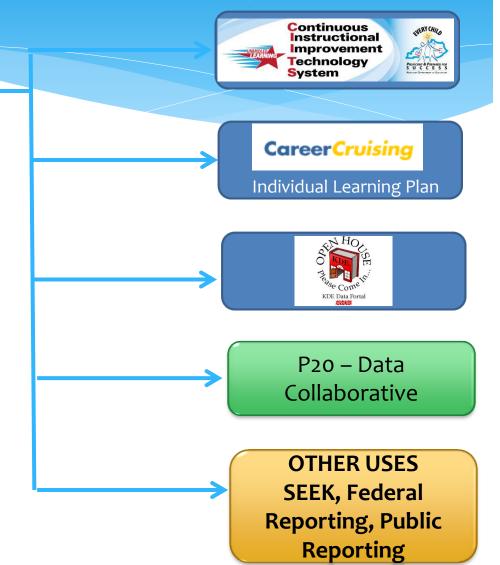
Authoritative Source for

- Student Demographics
- Attendance
- Behavior
- Health
- Grades, GPA, & Graduates
- Teacher Identifiers
- Courses
- Class Rosters linking students to teachers

- School/District
- Superintendents & Principals
- Program Participation
  - Special Education
  - Gifted & Talented
  - Title I
  - LEP
  - FRYSC
  - Free/Red. Lunch
  - Preschool
  - Migrant

Continuous Instructional Improvement Technology System

CareerCruising
Individual Learning Plan

KDE Data Portal

P20 – Data Collaborative

OTHER USES SEEK, Federal Reporting, Public Reporting

Data Standards

* Data Standardization is the process of making all data of the same type or class conform to an established convention or procedure to ensure consistency and comparability across different databases.

* 2012-2013 Data Standards – will be available soon on KDE's website

* Promote the use of procedures, guidelines for consistency for new initiatives and to improve data quality.

"The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals **in one place***, thereby* **improving instructional outcomes, teacher effectiveness and leadership***."*

-- Terry Holliday, Ph.D.
Education Commissioner

The Story of
C I I T S
in one
Kentucky School and District

Knox County Video

Continuous
Instructional
Improvement
Technology
System

UNBRIDLED LEARNING

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
Kentucky Department of Education

CIITS Supports

UNBRIDLED LEARNING
College/Career Readiness for All

Improved Schools & Districts

Standards Implementation

Highly Effective Teaching & Learning

EVERY CHILD
PROFICIENT & PREPARED FOR
SUCCESS

Assessment For Learning

Improved Student Outcomes

Continuous Improvement

Improved Student Outcomes
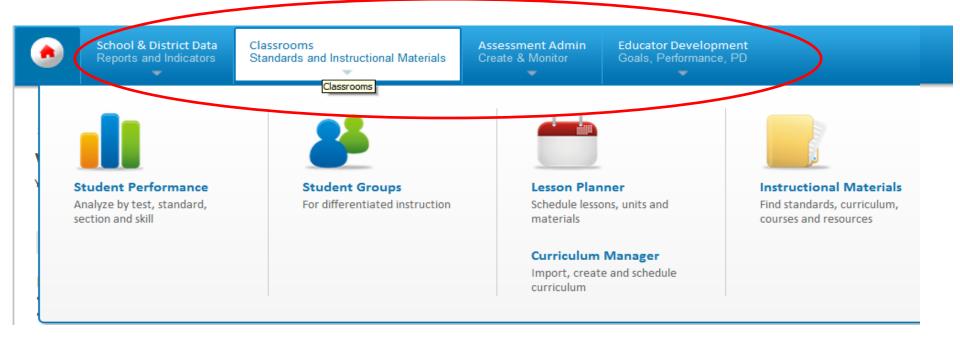
- More than 44,000 teachers connect with 648,000 students
- Online cumulative folder
- Using data for prescriptive education

Continuous Instructional Improvement Technology System

CIITS Modules

▶ What you can see and do is based on your job and assignment in Infinite Campus

Classrooms Module

▸ Kentucky academic standards, deconstructed standards/learning targets

▸ Program of Studies

▸ ACT Quality Core

▸ World language, library media, early childhood and technology standards
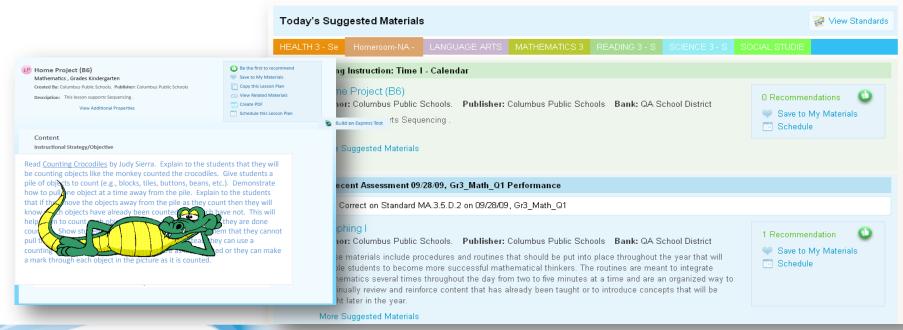
Classrooms Module

▶ Instructional resources aligned with Kentucky standards

▶ Hundreds of materials from Discovery, SAS Curriculum Pathways, Thinkfinity and more to come
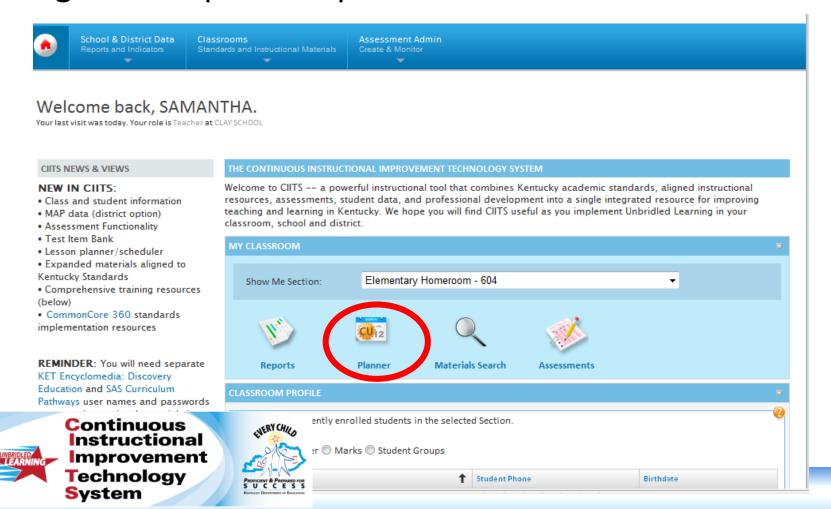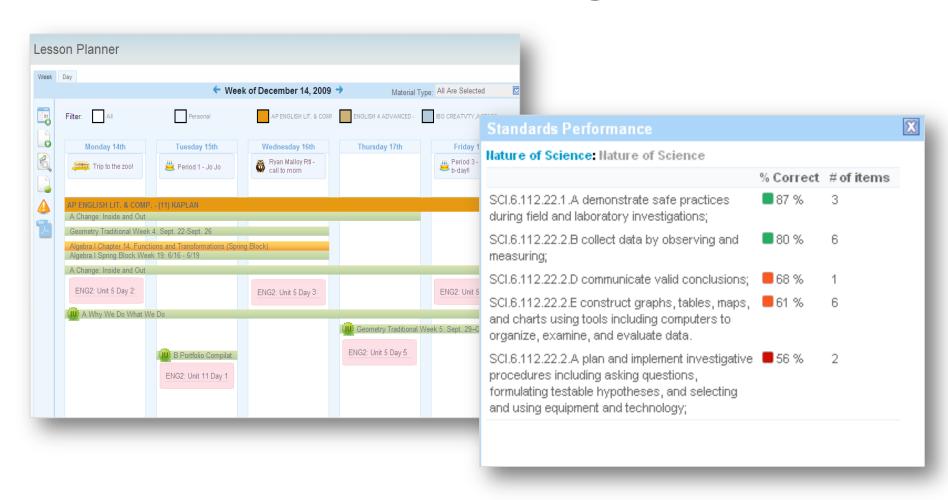
Classrooms Module

▸ Drag-and-drop lesson planner and scheduler

Planning Instruction
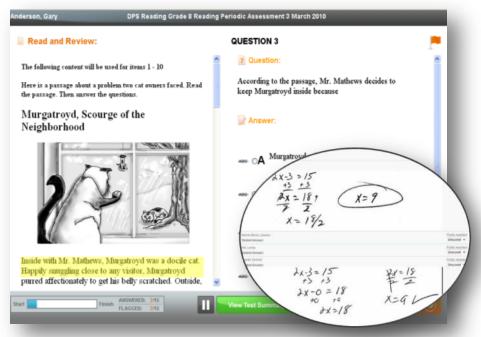
▶ How can the resources in CIITS support teachers in the process of assessment?

Assess Admin Module

▶ Includes a test item bank with more than 11,000 questions aligned to E/LA and mathematics standards

▶ Create express tests or design a test using your own questions

▶ Administer online or with clickers(eInstruction and Promethean) for instant feedback

▶ Supports assessment FOR learning

Continuous
Instructional
Improvement
Technology
System
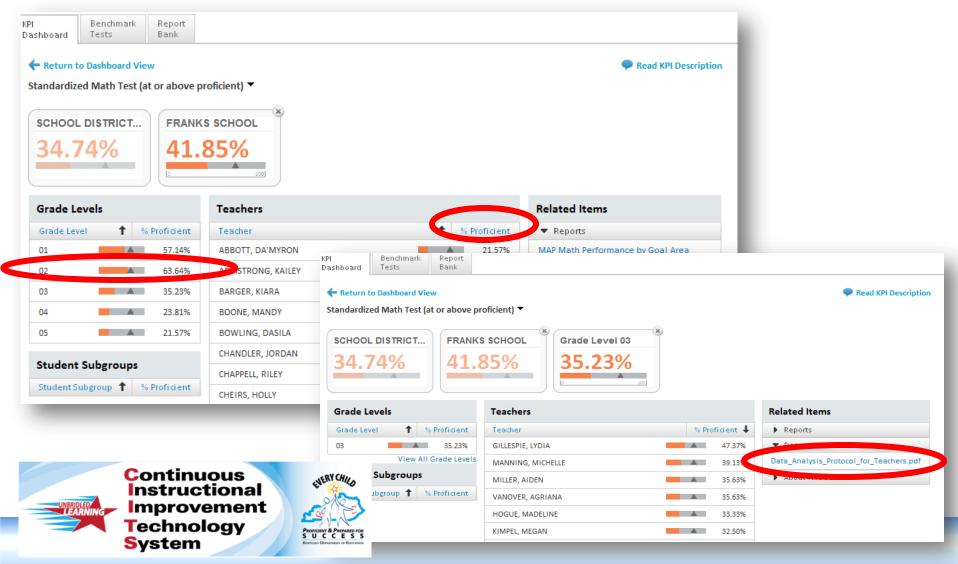
School and District Data Module
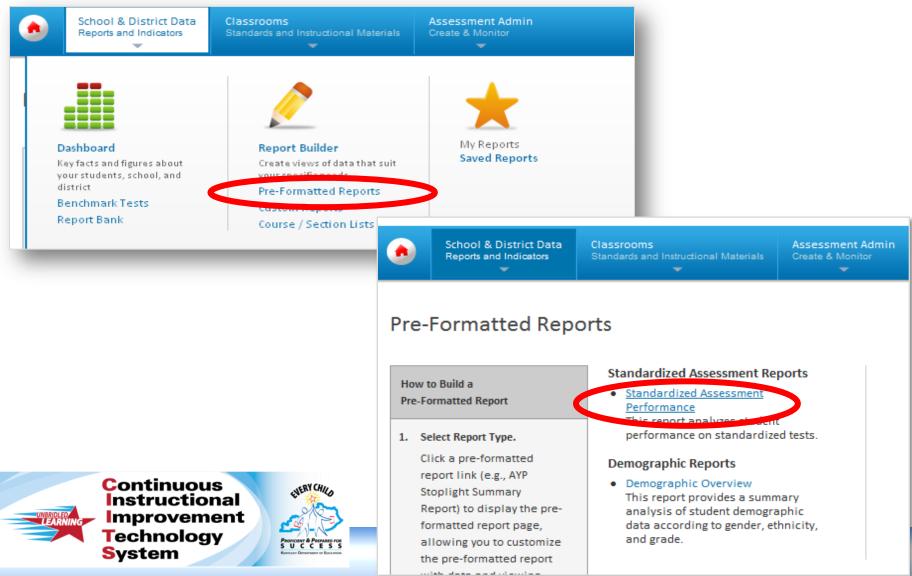
▸ Student demographic and guardian information; attendance, enrollment, and grades; program data

▸ Interim assessments
▸ EXPLORE
▸ PLAN
▸ ACT
▸ K-PREP (fall)
▸ End-of-course (fall)

Accessing Assessment Results

Generating Pre-Formatted Reports

Educator Development Suite

- Will include Kentucky-developed protocols and the framework for evaluation

- Professional growth plans
- Consolidated professional development resources
- Field test planned for August; statewide trial 2013
- Common Core 360 resources – focusing on standards implementation -- accessible now from the CIITS homepage

Continuous Instructional Improvement Technology System

UNBRIDLED LEARNING

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
Kentucky Department of Education

CIITS District Implementation

- Instructional supervisor is the district Point of Contact
- All but a handful of districts have taken advantage of live training – some have conducted their own
- On demand, online training modules and WebEx sessions are being used to build capacity
- Modules and support materials are available by following the Training Link on the CIITS homepage

https://ciits.kyschools.us

An untapped data source… the ILP

Quick Links
- Advisor Homepage
- Search for Students
- Manage Parent Accounts
- Assignments & Activities

Program Options
- ILP Options
- Assessment Options
- Course of Study Options
- Graduation Requirements

Reports
- ILP Completion Reports
- ILP Reports
- Mass Print Options
- View Usage Statistics

Assessme ⌄

» Matchma   nize
» Matchma   nize
» Le   nize
» Le   nize
» O   nize

⌄

Career & Education Exploration

⌄

Goals & Plans

» Career Cluster Interests   Customize

» Post-Secondary Education Goals   Customize

» Career Planning Activities: View by Activity   Customize

» Career Planning Activities: View by Student   Customize

» My Journal Report   Customize

What do they plan to do after high school?

Clusters of Interest	Careers of Interest	Level of Education	Schools of Interest	Financial Plans

Part 2: Educational Goals

Level of Education

	Chosen	Percentage
Direct entry into the workforce	22	0.01%
Apprenticeship or on-the-job-training	3	0.00%
Community / Technical College	22	0.01%
Four-Year College / University	79	0.02%
Professional or Graduate Degree	13	0.00%
Military	11	0.00%
Other	1	0.00%

View Career Cluster recommendations for your students

Top Kentucky Career Cluster Recommendation
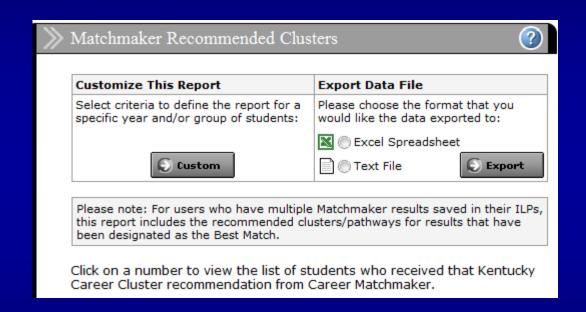
Cluster System	Grade Level							
	6	7	8	9	10	11	12	All
Agriculture	0	0	0	0	0	0	0	0
Arts & Humanities	0	2	0	2	2	2	0	8
Business & Marketing	0	0	0	4	4	1	3	12
Communications	0	0	0	0	0	0	0	0
Construction	0	0	0	0	0	0	0	0
Education	0	0	0	0	1	1	0	2
Health Science	0	0	0	2	2	0	1	5
Human Services	0	0	0	1	1	1	1	4
Information Technology	0	0	0	0	0	0	0	0
Manufacturing	0	0	0	0	1	0	0	1
Public Services	0	0	0	0	0	0	0	0
Science & Mathematics	0	0	0	0	0	2	0	2
Social Sciences	0	0	0	1	0	0	0	1
Transportation	0	0	0	0	0	1	0	1

Statewide report of all 8th graders by Kentucky's 14 Career Clusters

Kentucky Career Clusters

Career Clusters	Grade Level							
	6	7	8	9	10	11	12	All
Agriculture	0	0	11410	0	0	0	0	11410
Arts & Humanities	0	0	21709	0	0	0	0	21709
Business & Marketing	0	0	10508	0	0	0	0	10508
Communications	0	0	9110	0	0	0	0	9110
Construction	0	0	11249	0	0	0	0	11249
Education	0	0	16290	0	0	0	0	16290
Health Science	0	0	16022	0	0	0	0	16022
Human Services	0	0	15187	0	0	0	0	15187
Information Technology	0	0	7620	0	0	0	0	7620
Manufacturing	0	0	7572	0	0	0	0	7572
Public Services	0	0	12561	0	0	0	0	12561
Science & Mathematics	0	0	12158	0	0	0	0	12158
Social Sciences	0	0	6288	0	0	0	0	6288
Transportation	0	0	10222	0	0	0	0	10222

Reports can be exported

Customizable reports

Matching students with advisors

OPERATION PREPARATION

Other ILP Data Uses

◆ College and Career Advising

◆ Course forecasting

◆ Co-curricular activities

◆ College Fairs and College visits

◆ Career Fairs

◆ Identifying unmet needs

2010 Averaged Freshmen Graduation Rate (AFGR)

<u>Observations:</u>

- The United States Department of Education (USED) approves graduation rate formulas that states use to generate federal reports. USED expects all states to eventually use the Cohort formula. Until the Cohort formula is available for Kentucky, the USED requires Kentucky to use the Averaged Freshman Graduation Rate (AFGR). The AFGR is scheduled to be Kentucky's graduation rate formula for three years, with the first report generated in 2011.

- This data includes the State No Child Left Behind (NCLB) AFGR required by USED as well as State Kentucky AFGR. The State Kentucky AFGR is adjusted to include graduates with a diploma completing in more than four years and students with severe disabilities that earn a certificate of attainment.

National Dropout Statistics:

1. The U.S. status dropout rate for 2009 is 8.1% (NCES)

The status dropout rate is the percentage of 16- through 24-year-olds who are not enrolled in high school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school.

Source: National Center for Education Statistics (NCES) 2010

2. Kentucky's Graduation Rate: America's Promise Alliance (Making Large Gains Category)

2002 = 69.8%
2009 = 77.6%   Kentucky has 4,205 more graduates in 2009, than in 2002

Source: Alliance for Excellent Education, Johns Hopkins University, Annual Update 2012

Kentucky's Dropout Rate (Grades 9-12)

Observations:

- **The high school dropout rate increased from 2.89 in 2009 to 3.19 in 2010.**
- **The male dropout rate continues to be greater than the female dropout rate.**
- **The male dropout rate increased from 3.26 in 2009 to 3.62 in 2010.**
- **The female dropout rate increased from 2.50 in 2009 to 2.74 in 2010.**
- **The African American and Hispanic dropout rates continue to be greater than the White dropout rate.**
- **The White dropout rate increased from 2.60 in 2009 to 2.87 in 2010.**
- **The African American dropout rate increased from 4.91 in 2009 to 5.52 in 2010.**
- **The Hispanic dropout rate increased from 4.06 in 2009 to 5.58 in 2010**

Kentucky's Dropout Rate (Grades 9-12)

Observations:

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WHAT AND WHERE IS THE PTGT?

- The **Persistence to Graduation Tool** is an early warning system for identifying students who may be "off track" for graduation. It can help find students that may "falling through the cracks".

- It is imbedded in Kentucky's student information system, Infinite Campus (IC), and provides critical student-level data to identify specific students in need of additional intervention or support.

STUDENT-LEVEL DATA IS POPULATED AND WEIGHTED FOR THE FOLLOWING AREAS:

- truancy - number of days absent
- grades retained
- credit earned/credits attempted
- demographics - migrant, LEP, homeless
- gender
- age/age equivalent
- behavior - suspensions/expulsions
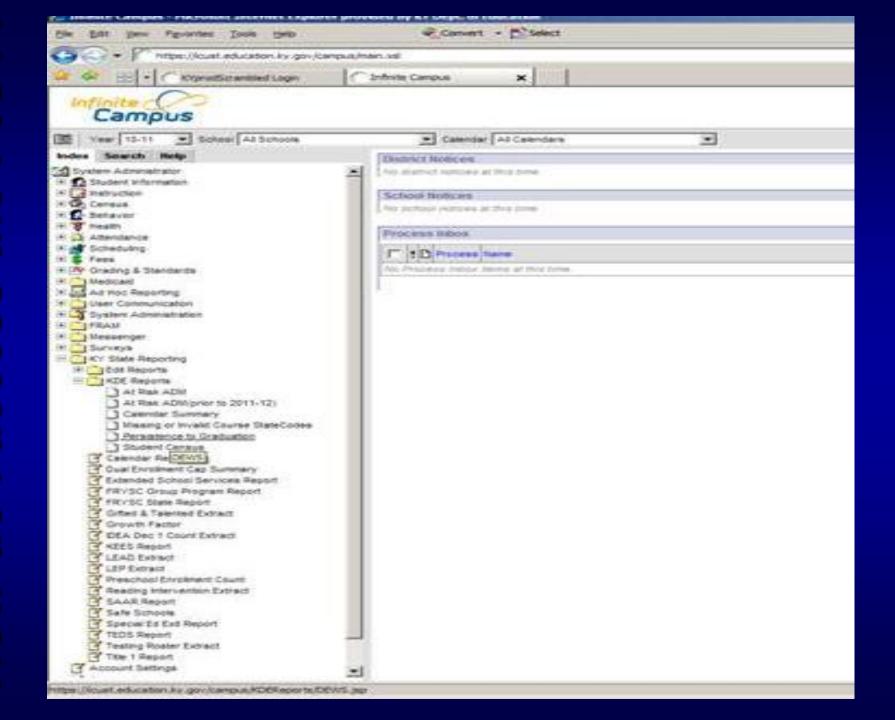- academic data - grades and assessment performance

WHAT UN-WEIGHTED CATEGORIES ARE ON THE PtGT?

o **Credits attempted vs. credits earned**

o **Gifted/talented**

o **Enrolled grade**

o **Race/ethnicity**

o **Behavior – Out-of-School Suspensions**

o **Special education status (IEP/504 plan)**

o **Low SES (Socio-economic status)**

WHO CAN USE THE PtGT?

This is determined by district IC access rights, but may include:

- Directors of Pupil Personnel (DPP's)
- District level dropout prevention staff
- Building level principals, counselors, and staff (by district preference)

How do I access the PtGT?

What does a PtGT report look like?

School Name	Risk Value	Failing Grades Count	Absent Days	Grades Retained	Expulsions	Gender	Credits Attempted	Enrolled Grade	IEP
Russell High School	9	78.00	16.5	0	0	M	29.5	12	N
Russell High School	9	88.00	21	0	0	M	29.5	12	N
Russell High School	9	68.00	21.5	0	0	M	26	12	Y
Russell High School	9	50.00	43.5	0	0	M	15.5	11	N
Russell High School	8	65.00	25.5	0	0	M	16.5	11	N

Sample report

AFTER I USE THE PtGT, THEN WHAT?

- KDE has created the *Persistence to Graduation Evidence Based Practices (EBP)Toolkit* to help schools and districts identify and implement **proven** successful strategies and interventions to keep students in school and moving toward graduation.

- The **EBP Toolkit** provides resources to help identify appropriate strategies and/or interventions with live links to access them.

WHAT'S IN THE EVIDENCE-BASED PRACTICES TOOLKIT?

- Model evidence-based programs identified for the specific PtGT indicators
- Evidence-based interventions identified for the specific PtGT indicators
- Frequently Asked Questions about PtGT (FAQ's)
- Resource links and training aids (WebEx's)
- KDE contact information for assistance

WHO HAS ACCESS TO THE EVIDENCE-BASED PRACTICES TOOLKIT?

The Evidence-Based Practices Toolkit is free and available to anyone with internet access, and is found on KDE's College and Career Readiness page at:

http://www.education.ky.gov/kde/instructional+resources/college+career+readiness+for+all/persistence+to+graduation+toolkit.htm

Contact: Libby Taylor – libby.taylor@education.ky.gov

(502) 564-4772

PGES

o A work in progress

o "Cracker Jack" Team

o More Information to come

ASSIST

o Day 4- ERLs and ERDs will be in training

o Follow-up with Team

Relevant Links

CIITS Support Page -
http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/ciits+support+materials+(private).htm

CIITS Knott County Video –
http://media.education.ky.gov/video1/On-Demand2012/CIITS_FINAL2_WMV_3000Kbps.wmv

High School Feedback Reports –
http://kentuckyp20.ky.gov/HSFeedbackReports.aspx

TELL Survey Results –
http://www.tellkentucky.org/reports/

District Behavior Summary Reports –
http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Safe+Schools/2011-12+District+Behavior+Summary+Reports.htm

Comprehensive School and District Improvement Plans –
http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/

What is STLP? –
http://www.education.ky.gov/kde/instructional+resources/technology/student+initiatives/stlp+student+technology+leadership+program.html

Persistence to Graduation Toolkit –
http://www.education.ky.gov/kde/instructional+resources/college+career+readiness+for+all/persistence+to+graduation+toolkit.htm

Team Activity

1. Use the information shared today, your data packets, resources, along with the data questions at the bottom of the agenda for discussion and analysis to help guide your work

2. Does this data align/drive goals within your school's CSIP?"

3. Are some data sources not being fully utilized by your school?

4. What are your next steps?

5. Capture this discuss on chart paper and be prepared to share

It all started with a mouse…It's all about the students
After all, it's the only reason we are here

Scavenger Hunt 2012

Rules 101

1. School Teams *(Write school name on envelope)*
2. All team members are invited to participate
3. Competition Starts: Tuesday, 5:00 PM
   Ends: Thursday, 3:00 PM
2. Winners Announced Friday
   1st, 2nd, 3rd Place Winners